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REPORT  
OF  
COMMISSIONERS  
ON SCHOOLS IN THE COUNTIES OF  
PRESCOTT AND RUSSELL  
IN WHICH THE FRENCH LANGUAGE IS TAUGHT.

PRINTED BY ORDER OF THE EDUCATION DEPARTMENT



317492  
10-7-35

TORONTO  
PRINTED BY WARWICK & SONS, 68 AND 70 FRONT STREET WEST.  
1893.





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## COMMISSION.

TORONTO, May 29th, 1893.

Whereas on the 13th day of May, 1889, a Commission was appointed by the Education Department to ascertain whether, and how far, the regulations of the Education Department with reference to the study of English in the Public Schools of certain Counties in Ontario were complied with, with power to the said Commission to report what steps, if any, should be taken for the more complete enforcement of the said regulations.

And whereas since the report of the said Commission the Education Department approved of certain regulations hereto annexed defining more fully the nature and extent of the instruction which should be given in English in schools where the French language prevails.

And whereas a Model School for the training of French teachers in the use of English was established in the County of Prescott since the said Commission reported.

And whereas by section 226 of the Public Schools Act, the Minister of Education has power to appoint one or more persons as he from time to time deems necessary, to report to him upon school matters.

Therefore, know all to whom these presents shall come, that I, George William Ross, Minister of Education, have hereby appointed John J. Tilley, Inspector of County Model Schools for the Province of Ontario, the Reverend Alfred H. Reynar, M.A., Professor of Modern Languages in Victoria University, and the Reverend D. D. McLeod, of the Town of Barrie, in the County of Simcoe, Commissioners, to visit the Schools of the Counties of Prescott and Russell, for the purpose of making full and careful enquiry by personal inspection and any other way they may deem expedient, into the teaching of English in the schools of the said Counties visited by the said Commissioners in 1889, in which the French language prevails, and the observance of the regulations of the Education Department generally by teachers, trustees and other school officers therein, and to make full report with regard to the same, to the Education Department with all convenient speed.

The said Commissioners are also authorized and directed to consider and report what progress, if any, has been made in the study of English since the date of their last report, and also as to what benefits, if any, have resulted from and by the establishment of the said Model School in the said County, and in conducting the said enquiry the said Commissioners are hereby empowered to exercise such jurisdiction during their personal inspection of the schools and otherwise as is conferred upon Public School Inspectors under regulation 9 of the Education Department.

G. W. ROSS,  
Minister of Education.

To the Hon. G. W. Ross,

*Minister of Education, Province of Ontario :*

SIR,—The work of this Commission is so closely connected with that of the Commission on French Schools in 1889, that a brief survey of the report of that Commission and of the history of the French Schools, so far as it bears on the points to be considered, forms the best introduction to the report we now present.

### *Early Condition of Schools.*

For more than forty years the French Schools in the Province of Ontario have engaged the attention of the Council of Public Instruction and the Education Department, and special measures have been adopted to meet their peculiar requirements. As early as 1851 sanction was given to the employment in the County of Essex of a teacher who had no knowledge of English, and it was ordered by the Council of Public Instruction in 1858 and subsequently, that the qualifications of 3rd class teachers be modified so that in regard to teachers in French or German settlements a knowledge of French or German Grammar respectively may be substituted for a knowledge of English Grammar, and the certificates to the teachers expressly limited accordingly.

### *Former Text-Books.*

As to the French text-books, the Chief Superintendent replied as follows to enquiries made in 1856:—"As there is no list of books prescribed or recommended for French Schools, and as it may be presumed that the pupils attending them are for the most part or altogether Roman Catholics, I do not see that we can do anything in regard to the kind of books which are used in the few schools of French people in Upper Canada."

In 1868 a list of French text-books was authorized for French Schools, and in 1879 the list was considerably enlarged.

This list of books did not include Readers except a Syllabaire for elementary schools, and to supply the lack, recommendations were made to the Department to authorize the Monpetit series (French) which had already been generally introduced into the French Schools. No action, however, was taken in the matter, and no further authorization was given to French text-books till after the report of the Commission of 1889, when on the 17th of October the following minute was adopted by the Education Department:—

The undersigned has the honor to submit for the approval of the Education Department the following recommendations:—

1. That all text-books in the French language authorized by the Council of Public Instruction in 1868, as well as those authorized by the Education Department in 1879, be removed from the list of authorized text-books on and after the 1st day of January, 1891.

2. Where the French language prevails, and the trustees, with the approval of the Inspector require French to be taught in addition to English, the authorized Readers to be used for this purpose shall be the series of readers published by Copp, Clark & Co., known as the French-English Readers, composed of the following books:

|                                 |      |
|---------------------------------|------|
| The First Reader, Part I. ....  | 10c. |
| The First Reader, Part II. .... | 15c. |
| The Second Reader.....          | 25c. |
| The Third Reader .....          | 35c. |



3. As there is no Fourth Reader belonging to this series the undersigned recommends that "Les Grandes Inventions Modernes" be authorized for pupils in the fourth and fifth forms, where the use of an advanced reader is considered desirable by the trustees and Inspector.

4. That the authorized Grammar in every form in which the study of French Grammar and Composition is considered desirable by the trustees and the Inspector, shall be the text-book known as Robert's French Grammar.

The undersigned desires to observe for the information of the Department that the readers above recommended are authorized in the Provinces of New Brunswick, Nova Scotia and Prince Edward Island, for all schools in which the French language is taught to elementary classes.

Respectfully submitted,

(Signed) GEO. W. ROSS,  
Minister of Education.

Education Department, Ontario,  
Toronto, Oct. 17th, 1889.

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*English first made Compulsary.*

It would appear that till the year 1885 the teaching of English in the Public Schools of French districts was left to the judgment of the trustees and teachers, and as a result the English language was never used or taught in some of those schools. But by regulation of the Department approved in August 25, 1885, the use of the Ontario Readers was required in the schools of the French and German districts in addition to any text-books that might be used in those schools.

*Instructions issued by Department.*

In September of the same year were sent from the Department to teachers of French Schools, Public and Separate, instructions for the teaching of English and "an outline of the course to be pursued in order to secure a better knowledge of the English language." Then followed a rapid extension of the teaching of English, so that in the course of two years it was officially reported from Prescott and Russell that English was taught in every school except ten. In 1888 only six of these schools remained without instruction in English, and in February 1889, the testimony of the Inspectors was "We can now say that English is taught in every Public School in the Counties."

*Commission Appointed in 1889.*

In May 1889, was issued the Commission already mentioned "for the purpose of making full and careful inquiry, by personal inspection and any other way they may deem expedient, into the teaching of English in the Public Schools of the said Counties where the French language is taught and the observance of the regulations of the Education Department generally by teachers, trustees and other school officers therein, and to make full report with regard to the same to the Education Department with all convenient speed." The Commissioners were further "authorized and directed to consider and report in what way the study of English may be most successfully promoted among those accustomed to the use of the French language as their mother tongue."



### *Report of Commission.*

In August, 1889, the report of the above Commission was presented. In this report the condition of the schools as regards proficiency in English is briefly given thus :—

- I. That some English is taught in every school.
- II. That the Ontario Readers have been introduced into every school.
- III. That the pupils are usually well supplied with English reading books.
- IV. That in at least 12 schools the work done in English is much beyond the amount prescribed.
- V. That in 24 schools more time is given to English than that prescribed in the circular, in 6 the time prescribed is given, and in 28 less than the time prescribed is given.
- VI. That in very few schools has sufficient attention been given to colloquial exercises.

\* \* \* \* \*

"In 17 schools the results were very satisfactory indeed, and in several schools quite equal to the work done in good English schools. In 21 schools fair progress was being made, and in 18 the pupils knew very little English."

### *Recommendations of Commission.*

An important feature of the report of the Commission of 1889, and one bearing directly on the work of the present Commission, was the recommendations for the further improvement and extension of instruction in English. They were as follows :—

I.—That a special school be established for the training of French teachers in the English language.

This school should be placed under teachers who can speak both English and French, and who are thoroughly competent to give instruction in these languages.

It should provide the ordinary non-professional course, and should also furnish facilities for professional training as given in County Model Schools.

Candidates on completing their course in this school should be prepared to take the regular examination in English prescribed for Teachers' certificates; and only those who have passed such examinations should receive a license to teach.

II.—That special institutes be held for the immediate benefit of the teachers now employed in the French Schools.

III.—That the attention of the teachers be called at once to the necessity of making greater use of the oral or conversational method in teaching English.

IV.—That a bi-lingual series of readers—French and English—be provided for the French Schools in Ontario.

If this were done, parents would be saved the expense of purchasing two sets of books of which many now complain.

The work of both teacher and pupil would be simplified, and there would be placed in the hands of the pupils books that would aid them materially in acquiring a knowledge of both languages.

Under competent teachers, with such books, the pupil should, on completing the second book be sufficiently familiar with English to enable him to receive instruction in this language in the various subjects prescribed. We recognize the difficulties inseparable from the introduction of another series of readers, but we believe they would be more than counter-balanced by the advantages to be derived therefrom.

V.—That the use of unauthorized text-books in these schools be discontinued.

Measures were taken immediately to give effect to these recommendations. A special Institute for the French teachers of the Counties of Prescott and Russell was held, the following gentleman being appointed to conduct the work:—Mr. J. J. Tilley, Inspector of Model Schools; Mr. W. Scott, B.A., Mathematical Master in the Ottawa Normal School; Mr. T. McGuirl, B.A., Drawing Master in the Ottawa Normal School; and Messrs. W. J. Summerby and O. Dufort, Inspectors of Public Schools.

This Institute was held during the first four days of the month of October, 1889, in the Village of Plantagenet, and it was attended by nearly all the French teachers of the two counties. The teachers manifestly appreciated the effort that was being made for their improvement, and entered heartily into the exercises of the Institute. The following resolution which was passed by them on that occasion sufficiently indicates their view of the benefit which they received, even from that brief term of instruction, and of their appreciation of the effort which the Department was making to enable them to discharge their duty more efficiently.

*Resolution.*

“Moved by T. Stuart, seconded by L. Parent, that the following resolution drafted by the Committee be adopted, and that a copy of it be sent to the Hon. Mr. Ross, Minister of Education:

“*Resolved*, that the thanks of the teachers present are due to and are tendered to Messrs Tilley, Scott, McGuirl and our Inspectors Messrs. Summerby and Dufort, for the thoroughly practical course of lectures that they have delivered during the past few days, and we desire to convey to the Hon. Mr. Ross our appreciation of the interest that he is taking in the educational affairs of these counties:

“1. In appointing a commission of inquiry that the people in Ontario might have an authoritative exposition of the true state of affairs in our schools;

“2. In affording such valuable aid at this Institute for French teachers;

“3. In taking measures for the establishment of a training school wherein our teachers may obtain a professional education similar to that given to the other teachers of the Province. We also desire to assure the Hon. Minister that he shall have our hearty co-operation in his efforts to improve the standing of our schools, and especially that we shall endeavor to carry out the regulations relating to the more efficient teaching of the English language in our schools.

“J. BELANGER,

“Secretary.

“Plantagenet, October 4th, 1889.”

*Bi-lingual Readers Introduced.*

In addition to these measures new text-books were introduced into the schools. These books were bi-lingual, and were an important advance upon the text-books hitherto in use, so far at least as pertains to the teaching of the English language.

The edition first introduced was objected to by some, on the ground that the French was in some cases defective, but the recent revision by a competent committee will doubtless remove these objections.

### *Model School.*

The chief recommendation of the commission was that a special school should be established for the training of French teachers in the English language.

At our former visit we found that the greatest difficulty in the way of teaching English was the inability of trustees to secure the services of teachers who could speak both languages.

The knowledge of English possessed by the French candidates for teachers' certificates was usually too limited to allow them to take the prescribed course in High and Model Schools along with English students, and as no provision had been made for them they went into the schools without any training, and in most cases with a very imperfect knowledge of English.

In accordance with this recommendation a Model School was established in January, 1890, in the village of Plantagenet, in connection with the Public School, and Mr. D. Chenay, B.A., was appointed Principal.

### *Support of Model School.*

The ratepayers of the Counties of Prescott and Russell at once showed their appreciation of this plan to provide trained teachers for their schools, by voting in their County Council the sum of \$800 to assist in procuring a school building, and the Township Council of North Plantagenet gave an additional \$200 for the same purpose. The County Council also raised the regular annual grant to County Model Schools from \$150 to \$350.

### *Attendance at Model School.*

The following table shows the attendance since the opening of the school with the average age of students and number of certificates granted. The lessening number of students is accounted for by increased severity in the entrance examination with a view to better grading and by the fact that there was a large number of students waiting for the opening of the school in 1890. No entrance examination was held for admission at the first term.

|                         | 1890.     |           | 1891.     |           | 1892.     |           | 1893.        |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|
|                         | 1st half. | 2nd half. | 1st half. | 2nd half. | 1st half. | 2nd half. | 1st half.    |
| No. in attendance ..... | 32        | 35        | 27        | 27        | 23        | 21        | 20           |
| No. passed .....        | 20        | 20        | 14        | 12        | 11        | 11        | Ex. not held |
| Average age .....       | 18½       | 17¾       | 16¾       | 17¾       | 17¼       | 17¾       | 18¾          |

Total number of students who have attended, 119.

Total number of students who have passed, 88.

Of the 119 students, 2 attended 4 terms, 15 attended 3 terms, 20 attended 2 terms and 82 attended 1 term.

Thirty-eight of the students have previously taught, 13 came from the Province of Quebec, and of those who obtained certificates 11 have gone to teach in the French districts in the County of Essex. Four applications have come for teachers to take charge of schools in the French district in the Township of Tiny.



### *Course pursued in Model School.*

There are two terms in the year and an examinations for certificates is held at the close of each term.

All the subjects are taught in English, and the examinations are conducted entirely in that language. In addition to the regular subjects prescribed, French Grammar, Composition and Reading are also taught.

The school has more than met the expectations of the people, and most pronounced expressions of approval as to the work done by it are heard throughout the counties. It was the first attempt made to provide teachers for these schools, and it has been well received and appreciated by the people.

### *Professional Training in Model School.*

The Principal has not as yet been able to give much time to professional training. Many of the students come to the school with a very limited knowledge of English, and as they have attended only the rural schools in the neighborhood their educational standing is rather low. In order, therefore, to prepare them for the examination, the greater part of the time must be devoted to non-professional work. The supply of teachers from the school is not equal to the demand, and this often induces students to engage schools sooner than they otherwise would. At present the prescribed course in the school provides only for district certificates and this is probably all that can be now undertaken, but within a few years we believe that an effort should be made to provide a full Primary certificate course for those who may wish to take it. This would require the engaging of an additional teacher to assist the Principal, but if this were done we believe that many students would avail themselves of the extended opportunity afforded them and that their services would be secured for the best schools.

### *Work of Model School.*

The old adage, as is the teacher so is the school, is especially true in this case, and to a greater extent than any one not acquainted with the circumstances can understand. As has already been said, in very many cases it is in the school alone and from the teacher only that the pupil can possibly learn English, as French is the language of his home and of his playmates. In view of this fact the importance of maintaining the highest possible degree of efficiency in this school cannot be over-estimated. Its sphere of usefulness is not confined to the Counties of Prescott and Russell, as it has already furnished several teachers for other French districts in Ontario, and French students from these districts have begun to attend this school for training—one student from Essex County attended last term and three others came from the same county to pass the examination. Nor is it confined to the Public Schools, for, trustees of Separate Schools also, as shown by the table of statistics, readily avail themselves of the services of teachers trained in the Plantagenet Model School.

When we compare the improved standing in English of the teachers now employed in the schools, with the standing of those employed four years ago, and when we remember that this improvement has been made chiefly during three years, which is the time since the first teachers went out from the Model School, and when we also take into account the eagerness with which trained teachers who can speak both languages are sought for by the people, and the general desire of the French parents to have their children learn English, there can be no room to doubt that the very marked improvement of the past few years will be not only maintained but increased, and that within a few years the

French children will know not only the French language but will also be able to read, speak and write the English language with considerable freedom and accuracy.

The provision for such a Model School as that of Plantagenet is not confined to one locality but is available elsewhere if desired, as may be seen from the following Regulation of the Education Department:—

*Training of French and German Teachers.*

**55.** In counties where there is a scarcity of teachers qualified to teach in the English language, the Board of Examiners for the county, with the approval of the Education Department, may establish a Model School for the special training of French or German teachers. Such schools shall hold two sessions each year, and shall in addition to the ordinary professional course required for County Model Schools, give a full literary course in English in all the subjects prescribed for Third Class Teachers' Certificates or for District Certificates, as the Board may direct. The final examination for certificates to teach shall be conducted in the English language. There shall also be a final examination in the French or the German language, in Reading, Grammar and Composition. Boards of Examiners shall possess all the powers with respect to such schools as they now possess with respect to County Model Schools. The Regulations governing the inspection of County Model Schools by the County and Departmental Inspector shall apply to these schools.

*Circular of Hints issued by Department.*

Besides the special Institute for French teachers, the introduction of bi-lingual readers and the establishment of the Model School, other measures have been taken to facilitate the teaching of English in the French Schools. Prominent amongst these measures was the issue of the following circular of instructions for the teaching of English:

FRENCH-ENGLISH SCHOOLS.

HINTS ON TEACHING ENGLISH TO JUNIOR FRENCH CLASSES.

*1. Oral Work.*

The teaching of Oral English should begin with the child's first week in school, and the object of making it serviceable and accurate should be kept steadily in view. In the beginning teach through objects, choosing at first those most familiar to the child. In the junior classes the answers of individuals, when correct, should be repeated in concert by all, also separately by some pupils, especially the dull or backward. In all language or object lessons lead pupils to use, as freely as possible, all the English they may have learned, to form their own statements to vary the form of phrases or sentences, to ask questions, etc., encouraging all such attempts however imperfect they may at first be. With young pupils, correct all mistakes instantly, in a kindly way, and have the proper form repeated and if necessary drilled upon. The teacher should take especial care to endeavor to secure correct pronunciation by setting a good example for imitation, and by giving a thorough drill on the difficulties commonly met with, *e.g.*, *three*, *old man*, etc., etc., even exaggerating such sounds if necessary. Above all it should be remembered that much of the success in this teaching will depend

upon thorough and frequent drills and reviews. For this purpose the teacher should keep a list of all words, phrases or sentences gone over, especially with the junior class. The order in teaching should be as follows:—

1. Holding an object in plain view of the class, the teacher gives its name clearly and slowly; then the pupils pronounce its name (a) after the teacher, (b) without the teacher's help, (c) individually. Other objects are similarly treated, the number depending upon the ability of the class.

2. The teacher pronounces the name and the pupils shew or hold up the object.

3. The teacher shews the object and the name is given by pupils (a) together, (b) separately.

4. Not too many objects should be given in each lesson, but the teacher should make sure that every child knows (a) the object when named, (b) the name when the object is given, the latter presenting the greater difficulty. Among the objects to be first taken up are (i) things in the school, (ii) familiar things of the home, (iii) parts of the body, (iv) articles of clothing worn by the children, (v) other common objects, *e.g.*, apple, watch, stone, leaf, etc. Later, pictures may be used to teach names of common animals, vegetables, etc., etc.

5. When the pupil has a fair stock of names, teach simple descriptive words, still by means of objects, *e.g.*, a *short* pencil, a *long* stick, a *small* book, a *large* slate, a *red* dress, a *black* hat, etc. Related or contrasted terms are more easily taught together.

6. *Simple* acts should be performed (a) by the teacher, (b) by the pupils, and described in full statements; *e.g.* the teacher, doing the act as he describes it, says: I open the book, I raise the window, I tear the paper, I sit down, etc. Then the classes are told to open the book, to raise the window, to tear the paper to sit down, etc., to show their understanding of the English sentence. A further step is to have them tell in full (English) statements, what they do. Afterwards the application of these words should be extended by such requests as: open the door; open the window; open the desk; etc.; raise the slate; raise the chair; etc., the pupil describing in English what he is doing.

7. The use of the simple pronouns, he, we, hers, they, etc., should be taught through simple language lessons, *e.g.*: his slate; my book; he cleans the board; you hold the box; they close the door, etc.

8. In a somewhat similar way the simple prepositions may be taught, *e.g.*: the book is *on* the chair; *under* the desk; *beside* the slate, etc.

9. When some little advance has been made, the question and negative forms should be used; also the plural and possessive forms, the simple past tense and the common auxiliaries. These should not be taught from a book, or by rules, but should come from proper questioning, *e.g.*, Tell me what he does? (he *writes* on his slate.) What is he doing? (he *is writing*, etc.) What did he do? (he *wrote*, etc.) What has he done? (he *has written*, etc.)

10. Pupils should learn by heart such lists as the days of the week, the months, the numbers (as their arithmetic progresses); also simple pieces in prose and verse, the meaning of which they understand. They should sing Kindergarten songs, performing the actions, etc.

11. After teaching things as wholes, take up their parts, *e.g.*, knife, handle, blade, spring, etc.; chair, back, legs, seat, etc.

12. The spoken English and French words should be associated throughout the course, the teacher giving the word or sentence in one language, and the pupils in the other. The teacher should use English in communicating with the pupils, so far at least as the progress of the class will admit. All explanations or commands given in French might afterwards be repeated in English.



13. These oral lessons should be taken at least twice a day, starting with ten minutes for each, and lengthening the time as the class progresses.

## 2. *Written Work: Reading and Translation.*

1. When considerable progress has been made in the oral work, the name of objects, the description of simple actions, etc., should be written on the board after having been given orally, and the pupils taught to recognize them in that form. Then they should be copied by the pupils and afterwards read to the teacher. Great care should be taken to secure, from the first, large, legible writing as it makes word recognition more easy.

2. These blackboard exercises may be continued for some time before the pupil is required to read from a book. The teacher may use charts, made by herself, of big sheets of strong paper, using crayon for writing the words, in large hand. The lessons should contain the words and phrases already taught and some new ones, and should not be identical with the lessons in the primer.

3. If the teacher understands the phonic method she should use it after the pupil can recognize readily a fair number of words.

4. But, even if the teacher is unacquainted with phonics, she may greatly facilitate the learning of a number of words by using the board to shew their likeness in form, which will easily suggest their likeness in sound; *e.g.*, from *book* it will be easy to teach *look*, *took*, *cook*, etc.; from *chair*, *hair*, *fair*, *pair*, etc. Similarly he might point out simple changes in sound dependent upon changes in form, *e.g.*:

|         |         |         |      |
|---------|---------|---------|------|
| pin, }  | hat, }  | not, }  | etc. |
| pine, } | hate, } | note, } |      |

Also he should thoroughly drill on forms that might be confusing on account of their resemblance, *e.g.*:

|         |         |            |      |
|---------|---------|------------|------|
| from, } | tool, } | though, }  | etc. |
| form, } | toll, } | through, } |      |
|         |         | thought, } |      |

These words need not be specially sought out but should be used as the lesson supplies or suggests them.

5. Before beginning reading from the book, take a series of object or language lessons to make the pupils acquainted with the subjects of at least the earlier lessons. Knowing the written words from the board, and being familiar with the ideas, the pupils should find little difficulty in these first lessons, especially if the blackboard is freely used.

6. It is most important that, before the reading, the teacher should talk about the lesson, explaining with the pupils' help, the meaning of each particular word or phrase that might present difficulty, putting the new words into other constructions, giving the phrases a different form or using them in more familiar sentences than those in the Reader, paying special attention to idioms, etc., endeavoring in every way to give pupils a clear understanding of the meaning and the construction. So far as the advancement of the class will admit of it, all such explanation should be in English. If the meaning has to be given in French, it would be well to repeat it immediately afterwards in English so that pupils may grasp it in this language also.

7. Where the bi-lingual series are used, the French lesson may be taken first, as presenting fewer difficulties.

8. After the reading exercise, the substance of each lesson should be given in the best English the pupil can command. It should be in a connected form, with

but few questions from the teacher. Pupils may be encouraged to suggest words or phrases that would be more suitable than those first given, or the teacher may supply them; such corrections should be employed in different sentences till the pupil knows their use.

9. To the third form inclusive, the pupils should copy every English lesson, and the teacher should test their knowledge of such written work.

10. The teacher should write on the board, lists of English words or phrases, previously taught, followed by their French equivalents in parallel columns, to be copied and learned by heart. As a test, the English or the French column may be erased, to be supplied by the pupils on their slates or exercise books.

11. There should be English dictation every day, at first of such words as were written on the board and learned by the class. For the hard words the teacher should write them on the board, directing particular attention to the difficulties each presents, (silent letters, etc.) and have them copied on slates by the class. Then erase them from the board and slates and give in dictation. Afterwards phrases or sentences containing these words may be dictated.

12. All errors in such exercises should be written several times in the correct form, and a list of those words most commonly missed, should be kept to review from.

13. Each day the class should learn by heart a portion of the reading lesson, or of certain selected lessons, or of other selections written on the board. The meaning of each should be made clear to the pupils.

14. As the class advances teach the written English forms of the plural, the possessive, the masculine and feminine, the past tense, etc.

15. Sentences that the pupils have given in English describing actions, pictures, etc., should be written on the board and, with the help of the class, the translation of each word put underneath it. In such sentences the order of the words should at first be the same in the two languages. Erase the sentences from the board, dictate the French and have pupils write on their slates the corresponding English from memory. Sentences wherein the order of the words differs in the two languages, should come only after the pupil has had considerable practice.

16. With each reading lesson, whether French or English, there should be considerable oral translation, at first of the easier words and phrases, but gradually increasing in difficulty as the pupil advances, until the whole lesson can be rendered. In such exercises from the bi-lingual series, either one side of the open book should be covered, or else the book be closed. The pupils' own expressions should be preferred to those of the book, if they convey the right meaning. Frequently the teacher should give for translation sentences changed somewhat from those in the lesson, though consisting for the most part of the same words, especially for the junior classes.

17. For the young pupils the translation should be as literal as possible so that they will have some definite meaning for each word. After considerable practice they may be taught to give a variety of expressions or forms, while preserving the meaning; and the English idioms may be introduced *gradually*.

18. Translation should not be confined to the reading lessons, but should include arithmetic, geography, history and all school studies.

19. The reproduction of interesting studies will be of great service. If the teacher reads the story in French let the class relate the substance of it in English; if given in English let the pupils tell it in French first and afterwards in English. This reproduction should be oral at first so that all mistakes may be corrected; afterwards it should be written if the pupil is able.

20. The use of a dictionary for assisting in translation should be explained in the senior second form, or earlier if the pupils can profit by it. They require instruction how to choose the proper word and how to tell the pronunciation. Each school should have a standard English dictionary (a Concise Imperial is good), and a large French-English dictionary, as the smaller books commonly used by the pupils are not always reliable or sufficiently complete.

21. Regular written translation should begin at latest in the junior second form, and should receive very careful attention in all classes. The first exercises should be short and simple. They may be taken from the Reader or may be suitable selections from other books; in the latter case they should be written on the board or dictated to the class. Especially in the early lessons it is very advisable to make free use of the board to shew the correct form and to simplify all difficulties. Every written exercise should be carefully examined, and be written again if any mistakes are found. There should be at least two such exercises in written translation each day.

Where the bi-lingual series are used the teacher should supply himself with other material suitable for translation.

EDUCATION DEPARTMENT, Toronto, April, 1892.

This circular brings at once to the teachers a knowledge of methods that years of unaided experience might fail to bring, and in our recent inspection of the schools it was found that when the methods of this circular were followed the progress of the pupils was invariably most satisfactory.

### *English the Language of the Schools.*

Again, in order to bring out clearly the position of English in the schools of Ontario, the "Statutes and Regulations" of the Education Department since 1891 mention specifically as one of the duties of teachers "to conduct every exercise and recitation from the text-books prescribed for Public Schools in the English language. All communication between the teacher and pupil in regard to matters of discipline and in the management of the school shall be in English, except so far as this is impracticable by reason of the pupil not understanding English. Recitations in French or German may be conducted in the language of the text-book."

### *French and German Provided For.*

At the same time in order to ensure to French and German parents that their children shall be instructed in their mother tongue and also to secure to English parents the privilege of having their children instructed in French or German when it is most useful for them, it is further provided in the Regulations of the Department that "in school sections where the French or the German language prevails, the trustees, with the approval of the Inspector, may, in addition to the course of study prescribed for Public Schools, require instruction to be given in Reading, Grammar and Composition to such pupils as are directed by their parents or guardians to study either of these languages, and in all such cases the authorized text-books in French or German shall be used. But nothing herein contained shall be construed to mean that any of the text-books prescribed for Public Schools shall be set aside because of the use of the authorized text-books in French and German."

Having thus reviewed the history of the schools to be visited and described the conditions under which they have been working since the Commission of



1889, we now proceed to report the course taken by us in 1893, and to describe the state of things in the French schools of Prescott and Russell, so far as the terms of the Commission require.

### *Examination of Schools.*

The Plantagenet Model School was carefully inspected by us, and the students passed a most creditable examination. In English Grammar, Geography, History and Arithmetic the standing was quite equal to that in a good English school, and even in explaining words and phrases in English the students did exceedingly well.

All the schools reported upon were personally inspected and the different classes in every school were examined not only in English but in the other subjects taught.

In these examinations we also endeavored to exemplify by teaching classes the main points contained in the circular for the more efficient instruction in English.

The attendance at the schools when visited was, as shown by the daily registers, the usual average attendance.

### *Separate Schools Formed.*

The schools visited this year were the same as those visited in 1889. Since that time, however, 27 of these schools have become Separate Schools. One probable reason for these numerous changes was the uneasiness excited amongst the French people by the agitation over their schools four years ago, and the fear lest their privileges might be interfered with.

It is but right to observe in this connection that we found the Separate Schools, to say the least, fully equal to the Public Schools in regard to the standing of their teachers and to the diligence and efficiency with which the English language is taught.

### *English and French Languages.*

As was stated in our former report while all classes of the French people are not only willing but desirous that their children should learn the English language, they at the same time wish them to retain the use of their own language, and there is no reason why they should not do so. To possess the knowledge of both languages is an advantage to them. And their use of the English language instead of their own, if such a change should ever take place, must be brought about by the operation of the same influences which are making it all over this continent the language of other nationalities as tenacious of their native tongue as the French. It is a change that cannot be forced. To attempt to deprive a people of the use of their native tongue would be as unwise as it would be unjust, even if it were possible. In the British Empire there are people of many languages. The use of these does not affect the loyalty of the people to the crown, and the English language remains the language of the Empire. The object of these schools is to make better scholars of the rising generation of French children and to enable them to do better for themselves by teaching them English, while leaving them free to make such use of their own language as they please.

The difficulties which stand in the way of the children in these exclusively French districts of acquiring a knowledge of English was alluded to in our former report. It was there pointed out that the pupils hear no language outside

of the school but their own, that they have no occasion to make use of the English language and that they are early withdrawn from school to engage in work. It is therefore difficult for them, unless they remove to an English-speaking district, to retain even such knowledge of the language as they have been able to acquire while at school.

### *Advancement Made.*

Notwithstanding these and other considerations arising from the situation of the schools, which render difficult for the children the acquiring of a knowledge of English, we have to report a decided advance upon the state of things which we found on the occasion of our former visit.

In many of the schools the progress was highly gratifying. It bore testimony to the benefit which the teachers, and through them the schools, had derived from the measures which had been taken by the Department. It will be found in referring to the accompanying classification of the schools, that a number of them have been classified as excellent. We desire to emphasize the credit due to the schools which have reached this point, because it has been attained by the intelligent application of right methods, and that in the face of difficulties.

While a number of the schools do not come up to this standard, this is to be accounted for by different reasons. In some cases the teacher has not been instructed in the use of intelligent methods of imparting knowledge, and in others the teacher has had only very young pupils under instruction.

The remark made in our former report on those schools which were backward in their knowledge of English may be repeated here. "The backward condition of these schools which are described as inferior in their knowledge of English, must be attributed, we believe, mainly to the inability of the teachers to speak the English language freely. The teacher who finds it difficult to express his thoughts in English to pupils who know even less English than himself, naturally uses the language which both he and they understand."

While this remark holds good, it will be seen from the statements which follow in regard to the teachers that a much larger number of them are now competent to make effective use of English in the work of instruction than was indicated in our former report. But making allowance for the schools which are yet backward, it is gratifying to notice the decided advance made by the schools as a whole during the past four years.

### *Standing of Schools.*

This advance is clearly shown in the following comparison of the classification of the schools made in 1889 with that made in 1893:

In 1889, 17 were classified as very satisfactory, 21 as schools in which fair progress was being made, and in 18 the pupils knew very little English.

In 1893, 30 are classified as very satisfactory, 15 as schools in which fair progress is being made, and 11 are classified as inferior in knowledge of English.

In a number of these schools the proficiency of the senior pupils in English was highly creditable, and in those in which the teacher was making use of proper methods of instruction, even the youngest children were being brought forward with marked success.

It only requires that the better methods now being used at the instance of the Department be persevered in. In all educational measures time is an essential element. And from what has been accomplished in the past four years the whole benefit of which has not yet been reaped, we may conclude that

the continuance of these measures, and the use of such others as may yet be necessary, will give to the people of these counties, schools which, as to efficiency in English, will be quite satisfactory.

### *Teachers Improved.*

A second evidence of the advance made in connection with these schools is to be found in the decided improvement which has taken place in respect to the knowledge of English which the teachers possess and their competency to use it in the work of instruction.

It is worthy of note that of the 69 teachers met with in 1889, only 14 were found in 1893 in the schools. This suggests another obstacle met with in carrying on the work of education in these sections, which no doubt is met with in other rural sections also, namely, that teachers are frequently engaged in a school for a very short period, and the schools are subjected to the disadvantage of frequent changes.

The improvement in the acquirements of the teachers in English is no doubt to be accounted for by the fact that many of them have embraced the opportunity given them of securing a measure of training such as had not been enjoyed by their predecessors.

In our report for 1889 it was stated that "of 69 teachers employed in the schools visited, only three had attended a High School and only two had received any training in either Model or Normal Schools in Ontario. One had a Second Class certificate, one a Third Class certificate, two had County Board certificates, 47 had District certificates, and 18 (of whom five were assistants) had permits granted by the Inspectors."

In 1893, 47 had attended the Model School at Plantaganet, one had attended the County Model School, four had received Normal School training, one had passed through the School of Pedagogy and only three were teaching on permits.

In 1889 the classification of the teachers, taking proficiency in the English language as the basis of classification, was : 26 good, 20 fair and 19 not competent to teach English with any degree of efficiency.\*

In 1893, on the same basis of classification, 51 are classified as good (of these, 19 excellent), 11 as fair, 9 as inferior, and 1 as incompetent to teach English.

### *Supply of Text-books.*

Further evidence of the advance made in the schools may be gathered from the analysis of the summary of statistics given on page 29 of this report. All the schools are well supplied with English reading books, and the number of classes in these has increased from 177 in 1889 to 268 in 1893.

The number of classes in English text-books other than Readers has increased from 25 to 119. Twelve schools whose classes are included in these numbers are supplied with full sets of English text-books.

### *Time given to English.*

The time given daily to teaching in the English language has increased by 50 per cent. or from  $2\frac{1}{2}$  to  $3\frac{1}{2}$  hours.

### *French Pupils learning English.*

Of the 3,640 French-speaking children on the roll, 3,581 are learning English, while of the 3,210 French children on the roll of 1889 only 2,484 were learning English. This shows in the number of children not learning English a

\*The professional standing of four teachers whose schools were closed was obtained from the Inspector, but as we did not meet the teachers, we did not classify them as to their standing in English.



reduction from 726 in 1889 to 59 in 1893, and of these 59 nearly all had attended school but a few weeks.

### *English-Speaking Children.*

The number of English-speaking children in these schools shows a slight increase over the number in attendance at our former visit.

In 1889 the number was 226, now there are 222, but to this number must be added those who have been transferred to the Protestant Separate School in Plantagenet and those who are in the Rockland Public School, as both of these were included in our former list. These, when added to the 222, will increase the number to 267, and will give an increase of 41 since 1889.

### *Methods.*

Many of the teachers are faithfully carrying out the instructions contained in the bi-lingual reading books, and begin to teach the lowest classes to read in both languages from the beginning, while others, in accordance with the hints contained in the circular, limit the child's first efforts in English to learning orally. The results of our examination clearly showed the wisdom of the latter plan. The children taught in this way knew more English, could understand and express themselves more freely, and were very much more interested in the subject than those who had been taught by the reading and translation method.

English children learn to speak our language with considerable freedom before they are taught to read it, and French children should be treated in the same way. It is a sufficiently difficult task for a little child of five or six years to begin to learn to read a language, the sounds of which, when spoken by his teacher, are already familiar to his ear, without having to learn to read at the same time a language whose written forms are unknown to him and whose spoken words convey no idea whatever to his mind.

By this method the child during the first year would master the letter sounds, many of which are the same in both languages, would learn to combine these into syllables, and would acquire considerable facility in reading.

During this time there should be regular oral instruction in English, and the material for this instruction should be arranged by the Department, so that the teaching may not be desultory but of the most systematic kind, and may properly prepare the child for the lessons which he will by and by be taught to read.

### *Religious Teaching.*

In 14 of the 30 Public Schools visited, no religious instruction was given during school hours. In 12 of the remaining 16, religious instruction was given after the regular work of the school, but the time for this had not been arranged by the trustees as provided for by the regulations. In none of the Public Schools were there any emblems or pictures of a denominational character.

### *School Premises.*

The school premises are in much the same condition as at the time of our former visit. They are, like the homes of the pupils, usually clean, simple and inexpensive.

We were treated with the greatest kindness by every one with whom we came in contact, and our thanks are especially due to M. Dufort, Inspector of these schools, for the valuable assistance he rendered us.

All of which is respectfully submitted.

J. J. TILLEY.

D. D. McLEOD.

A. H. REYNAR, M.A.

TORONTO, August 9th, 1893.

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# SCHEDULE

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# COUNTIES OF PRESCOTT AND RUSSELL.

## TOWNSHIP OF ALFRED.

| No. and kind of School Section.<br>P Public, S Separate. | Teachers.        |                       | Pupils. |  |                                 |                           |                         |                       |  |  |   |   | Text-Books.                                 |   |  |  | Time given daily to English, or teaching in English. | Hours | Time given daily to Religious instruction during school hours. | Remarks.   |
|--|------------------|-----------------------|---------|--|---------------------------------|---------------------------|-------------------------|-----------------------|--|--|---|---|---|---|--|--|--|-------|--|--|
|  | Name of Teacher. | Class of Certificate. | Salary. | Teachers trained in Plantage-net M. S. | No. of terms each has attended. | Number of pupils on roll. | Number on roll in 1889. | Number in attendance. | Number of English speaking pupils on roll. | Number of English speaking pupils on roll in 1889. | Number of French pupils learning English. | Number of French pupils not learning English in 1889. | Number of classes in English reading books. | Number of classes in English reading books in 1889. | Number of classes in other English text-books. | Number of classes in other English text-books in 1889. |  |       |  |  |
| 4 P S. McCaughran ....                                   | D.               |                       | 250     | .....                                  | .....                           | 35                        | 49                      | 21                    | 8  | 14   | 27  | 35  | .....                                       | 5   | 4  | 4  | .....  | 1     | .....  | First classes had not made much progress. Second, Third and Fourth classes did well. English speaking children had been well taught.   |
| 6 S E. Naubert ....                                      | D.               |                       | 220     | .....                                  | .....                           | 55                        | 49                      | 42                    | .....                                      | .....  | 55  | 49  | .....                                       | 4   | 2  | 3  | 1  | 2     | .....  | In First and Second classes pupils' knowledge of English quite limited, standing of Third class much better. Pupils were beginning to learn English grammar.   |
| 8 S J. Desabrais ....                                    | D.               |                       | 225     | 1                                      | 1                               | 57                        | 64                      | 41                    | .....                                      | .....  | 57  | 50  | .....                                       | 6   | 4  | 2  | .....  | 1     | .....  | Large number of small children present and these were being properly taught by the conversational method. Second class did well. Teacher says there has been much improvement in the use of English during the past two years. |



|  |            |       |    |     |    |       |       |     |    |       |   |   |       |       |    |    |       |  |
|--|------------|-------|----|-----|----|-------|-------|-----|----|-------|---|---|-------|-------|----|----|-------|--|
| D. 1   | 250        | 1     | 2  | 74  | 32 | 46    | ..... | 74  | 11 | 21    | 4 | 1 | 3     | ..... | 3  | 1½ | ..... | Pupils in First class were being well taught, those in the Second and Third classes did very well in reading and spelling, but were rather backward in expressing themselves in English.   |
| 10 S (J. N. Belanger....<br>D. 200 (C. Sauve ..... | 310<br>200 | 1     | 3  | 101 | 88 | 78    | ..... | 101 | 43 | 45    | 4 | 5 | 1     | ..... | 3½ | 1½ | ..... | In Senior division pupils could read, spell, translate and express themselves in English very well indeed, but were backward in grammar and in other subjects.                             |
| 12 S E. Campeau ... ..                             | 280        | ..... | 54 | 48  | 34 | ..... | 3     | 54  | 35 | 10    | 6 | 3 | 3     | 1     | 3½ | 1  | ..... | In the Junior division all the classes did very well indeed - great improvement in this division since former visit.   |
| 13 S F. Mallette .....                             | 190        | 1     | 2  | 42  | 24 | 29    | ..... | 42  | 14 | 10    | 4 | 2 | 3     | ..... | 2½ | 1  | ..... | All the classes were exceedingly well taught—standing of school excellent.   |
| 14 S C. Gauthier .....                             | 200        | 1     | 1  | 26  | 41 | 18    | ..... | 26  | 41 | ..... | 4 | 1 | ..... | ..... | 2  | ½  | ..... | The lowest class had begun to learn names of familiar objects and their qualities by the conversation method. Second and Third classes did very well.                                      |
|  |            |       |    |     |    |       |       |     |    |       |   |   |       |       |    |    |       | Mostly small children present. They had not learned much English, but were being well taught and were making good progress. English is receiving much more attention than at former visit. |

TOWNSHIP OF CALEDONIA.

|                     |        |   |   |   |    |   |       |   |    |    |   |   |   |       |   |   |       |   |
|---------------------|--------|---|---|---|----|---|-------|---|----|----|---|---|---|-------|---|---|-------|---|
| 7 P D. Goulet ..... | D. 200 | 1 | 1 | 9 | 40 | 4 | ..... | 9 | 19 | 21 | 2 | 3 | 1 | ..... | 2 | 2 | ..... | Only four pupils present, three of whom had but recently come to school. The latter had begun to learn English, and the other pupil did very well indeed. A Separate school, has recently been formed out of a part of this section |
|---------------------|--------|---|---|---|----|---|-------|---|----|----|---|---|---|-------|---|---|-------|---|

Note.—No. 2 Alfred is now an English school through the French portion being attached to Separate schools. Nos. 11 and 15 Alfred were closed at time of our visit.

TOWNSHIP OF CALEDONIA.—*Concluded.*

| No. and kind of School Section.<br>P Public, S Separate. | Teachers.        |                       |         | Pupils.                                |                                    |                           |                         |                       |  |  |   |   |   | Text-Books.                                 |   |  | Time given daily to religious instruction during school hours. | Remarks. |   |       |   |
|--|------------------|-----------------------|---------|--|------------------------------------|---------------------------|-------------------------|-----------------------|--|--|---|---|---|---|---|--|--|----------|---|-------|---|
|  | Name of Teacher. | Class of Certificate. | Salary. | Teachers trained in Plantage-net M. S. | Number of terms each has attended. | Number of pupils on roll. | Number on roll in 1889. | Number in attendance. | Number of English speaking pupils on roll. | Number of English speaking pupils on roll in 1889. | Number of French pupils learning English. | Number of French pupils learning English in 1889. | Number of French pupils not learning English. | Number of classes in English reading books. | Number of classes in English reading books in 1889. | Number of classes in other English text-books. |  |          | Number of classes in other English text-books in 1889.  |       |   |
| 10 P G. Gignac.....                                      | Per.             |                       | \$ 250  | .....                                  | .....                              | 46                        | 38                      | 30                    | 6  | 8  | 40  | 15  | 15  | 6   | 3   | ...  | ...  | Hours 1½ | Time given daily to English, or teaching in English, or | Hours | Some pupils did very well, but many were quite backward, teacher knows but little English.  |
| 12 S N. Carrière .....                                   | D.               |                       | 275     | 1                                      | 2                                  | 93                        | 56                      | 57                    | .....                                      | .....  | 93  | 26  | 30  | 5   | 3   | 1  | ....   | 2        | 1½  | ....  | This school did unusually well. The work in Junior classes was really excellent and showed how serviceable the circular of hints is when faithfully followed. |

## TOWNSHIP OF CAMBRIDGE.

|                        |    |  |     |       |       |    |       |    |       |       |    |       |       |   |       |       |       |    |       |  |
|------------------------|----|--|-----|-------|-------|----|-------|----|-------|-------|----|-------|-------|---|-------|-------|-------|----|-------|--|
| 3 P L. Latulippe. .... | D. |  | 250 | 1     | 1     | 37 | ..... | 27 | ..... | ..... | 37 | ..... | ..... | 4 | ..... | ..... | ..... | 3½ | ..... | This school is an unusually good one. The teacher is doing excellent work, and the results are all that could be expected or desired.  |
| 5 S M. Derouin .....   | D. |  | 250 | ..... | ..... | 70 | 68    | 27 | ..... | ..... | 58 | 68    | 12    | 3 | 1     | 1     | ..... | 3  | ½     | The lowest classes were learning a little English and some pupils in the Senior classes did fairly well, but the school as a whole was backward in English. The teacher is evidently neglecting the subject. |

|                          |    |     |       |    |    |    |    |       |    |    |       |    |   |   |       |       |    |       |       |  |
|--------------------------|----|-----|-------|----|----|----|----|-------|----|----|-------|----|---|---|-------|-------|----|-------|-------|--|
| 6 P. M. O'Sullivan ..... | D. | 300 | ..... | 67 | 70 | 51 | 14 | 12    | 53 | 38 | ..... | 20 | 6 | 4 | 4     | ..... | 3½ | 2     | ..... | The work in this school was well done—teacher enthusiastic and efficient.                                    |
| 7 P. M. Routhier.....    | D. | 200 | 1     | 1  | 31 | 46 | 24 | ..... | 31 | 38 | ..... | 8  | 3 | 3 | 1     | ..... | 3  | 1     | ½     | The classes in this school did not do very well—teacher did not show the usual amount of energy in her work. |
| 10 P. C. Legault. ....   | D. | 225 | ..... | 74 | 52 | 48 | 7  | 14    | 67 | 21 | ..... | 17 | 4 | 2 | ..... | 3     | 1½ | ..... | 1½    | This school is rather backward in English.   |

## TOWNSHIP OF CLARENCE.

|   |                |                   |                 |                 |              |              |              |             |              |              |              |             |    |   |       |       |    |       |       |   |
|---|----------------|-------------------|-----------------|-----------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|----|---|-------|-------|----|-------|-------|---|
| 5 S { D. Vian<br>A. Thivierge.....                | D.<br>D.       | 320<br>225        | 1<br>1          | 2<br>1          | 137<br>..... | 154<br>..... | 100<br>..... | .....       | 137<br>..... | 120<br>..... | .....        | 34<br>..... | 4  | 4 | 3     | ..... | 3  | 2     | ..... | This school is unusually well taught in both divisions and all the work was very satisfactory.  |
| 6 S { A. Martel<br>M. LaRose<br>I. Labrosse ..... | D.<br>D.<br>D. | 315<br>225<br>225 | .....<br>1<br>1 | .....<br>1<br>1 | 197<br>..... | 114<br>..... | 110<br>..... | 10<br>..... | 8<br>.....   | 187<br>..... | 106<br>..... | .....       | 8  | 5 | 3     | 3     | 4  | 4     | ..... | In the two Senior divisions pupils did very well indeed and could express themselves quite freely in English. In the lowest division pupils had been taught to read and translate, but had received scarcely any training by the conversational method. |
| 8 S { B. Rochon<br>M. Woutte .....                | D.<br>D.       | 225<br>110        | .....<br>1      | .....<br>2      | 102<br>..... | 95<br>.....  | 59<br>.....  | 4<br>.....  | 3<br>.....   | 98<br>.....  | 58<br>.....  | 34<br>..... | 6  | 4 | 4     | ..... | 3½ | 3     | ..... | In Senior division fourth class did very well; Second and Third classes rather backward; conversational method not used enough.   |
| 11 S P. Monett.....                               | D.             | 200               | 1               | 3               | 60           | 55           | 51           | .....       | .....        | 60           | 55           | .....       | 3  | 2 | ..... | 2     | 1  | ..... | 1     | In Junior division classes were properly taught and did well. In the First class a fair beginning had been made, the Second class did very well indeed.   |
| 12 S O. Asselin.....                              | D.             | 200               | 1               | 2               | 47           | 53           | 39           | .....       | .....        | 30           | 41           | 17          | 12 | 2 | 3     | ..... | 1  | 2½    | ..... | School not far advanced but doing very fair work.   |

NOTE.—No. 3 Cambridge now visited by us was closed in 1889.



TOWNSHIP OF CLARENCE.—*Concluded.*

| No. and kind of School Section.<br>P Public, S Separate. | Teachers.        |                       |         | Pupils.                               |                                    |                           |                         |                       |  |  |   |   |   | Text-Books.                                 |   |  |                             | Time given daily to English, or<br>teaching in English in 1889. | Hours         | Time given daily to religious in-<br>struction during school hours.   | Remarks.  |
|--|------------------|-----------------------|---------|---------------------------------------|------------------------------------|---------------------------|-------------------------|-----------------------|--|--|---|---|---|---|---|--|-----------------------------|---|---------------|---|---|
|  | Name of Teacher. | Class of Certificate. | Salary. | Teachers trained in Plantagenet M. S. | Number of terms each has attended. | Number of pupils on roll. | Number on roll in 1889. | Number in attendance. | Number of English speaking pupils on roll. | Number of English speaking pupils on roll in 1889. | Number of French pupils learning English. | Number of French pupils learning English in 1889. | Number of French pupils not learning English. | Number of classes in English reading books. | Number of classes in English reading books in 1889. | Number of classes in other English text-books. | English text-books in other |   |               |   |   |
| 13 S V. Asselin .....                                    |                  | D.                    | 220     | 1                                     | 1                                  | 59                        | 82                      | 44                    |  |  | 59  | 82  |   | 4   | 4   | 4  | 1                           | 3   | 4             | The lowest class had begun to learn the names of familiar objects. In the other classes pupils did very well in reading, spelling and translation, but were backward in expressing themselves in English. |   |
| 14 S M. David .....                                      |                  | D.                    | 225     | 1                                     | 1                                  | 64                        | 58                      | 56                    | 1  | 1  | 63  | 57  |   | 3   | 2   |  |                             | 1   | $\frac{1}{2}$ | This school is making fair progress and has improved much since former visit. Teacher is striving faithfully to teach English and shows much enthusiasm in her work.                                      |   |
| 16 S A. Lalonde .....                                    |                  | D.                    | 230     |                                       |                                    | 41                        |                         | 31                    | 7  |  | 34  |   |   | 4   |   | 2  |                             | 2   |               | This school is making fair progress in English.   |   |
| 17 P A. Dupont .....                                     |                  | D.                    | 200     | 1                                     | 3                                  | 29                        | 39                      | 21                    |  |  | 29  | 6   | 33  | 4   | 1   | 1  |                             | 3   | 1             | $\frac{1}{2}$   | This school is taught in an earnest manner and the pupils are making very good progress in English. |
| 18 P V. Parent .....                                     |                  | D.                    | 225     | 1                                     | 2                                  | 57                        | 44                      | 37                    |  |  | 57  | 44  |   | 6   | 3   | 3  |                             | 4   | 2             | This school is also well taught and the results were very satisfactory indeed. Pupils were much interested in their work.   |   |



TOWNSHIP OF EAST HAWKESBURY.—*Concluded.*

| No. and kind of School Section.<br>P Public, S Separate. | Teachers.        |                       |         | Pupils.                                    |                                       |                           |                       |   |   |  |  |  |  | Text-Books.                                    |  |   |   | Hours | Time given daily to English, or<br>teaching in English in 1889. | Hours | Time given daily to religious in-<br>struction during school hours. | Remarks.  |
|--|------------------|-----------------------|---------|--|---------------------------------------|---------------------------|-----------------------|---|---|--|--|--|--|--|--|---|---|-------|---|-------|---|---|
|  | Name of Teacher. | Class of Certificate. | Salary. | Teachers trained in Plantage-<br>net M. S. | Number of terms each has<br>attended. | Number of pupils on roll. | Number in attendance. | Number of English speaking<br>pupils on roll. | Number of English speaking<br>pupils on roll in 1889. | Number of French pupils<br>learning English. | Number of French pupils<br>learning English in 1889. | Number of French pupils not<br>learning English. | Number of French pupils not<br>learning English in 1889. | Number of classes in English<br>reading books. | Number of classes in English<br>reading books in 1889. | Number of classes in other<br>English text-books. | Number of classes in other<br>English text books in 1889. | Hours | Time given daily to English, or<br>teaching in English in 1889. | Hours |   |   |
| 15 P E. Trimble. ....                                    | Per.             |                       | 250     | 1  | 1                                     | 14                        | 22                    | 4   | 3   | .....  | 9  | 11   | 2  | 11   | 5  | 2   | 3   | ..... | 3   | 1     | .....   | A small school which was closed during 1891 and 1892. Only four pupils present and all did very well in English. One pupil in the Third class did unusually well. All subjects are taught in English in the Third class.  |
| 17 P A. Leroux... ..                                     | D.               |                       | 225     | 1  | 1                                     | 68                        | 65                    | 40  | 6   | 3  | 62   | 19   | .....  | 43   | 4  | 4   | 4   | ..... | 3   | 2     | .....   | The teacher spoke very good English, and although she professed to be giving three hours a day to this subject the stand- ing of all the classes which was uniformly bad showed plainly that she was neglecting her work. |
| 18 P A. Kelley .....                                     | D.               |                       | 200     | 1  | 1                                     | 46                        | 38                    | 28  | 6   | 5  | 40   | 28   | .....  | 5  | 3  | 3   | 2   | ..... | 2   | 2     | 1   | All the classes did poorly - con- versational method not used enough. Teacher had not re- ceived circular of instructions.  |
| 19 P C. Hurtubise, ....                                  | D.               |                       | 160     | 1  | 1                                     | 48                        | 43                    | 20  | .....   | 5  | 48   | 38   | .....  | .....  | 3  | 4   | .....   | ..    | 2   | 2     | 1   | This school was also quite back- ward in English and had not been taught in accordance with the instructions issued.  |



|                        |      |     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |                 |                 |               |  |
|------------------------|------|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----------------|-----------------|---------------|--|
| 2 P V. Daoust.....     | D.   | 200 | 1     | 3     | 66    | 45    | 42    | 5     | 5     | 61    | 18    | 22    | 5     | 2     | 4     | ..... | 2               | 3               | $\frac{1}{2}$ | The Third class did very well, but the other classes were backward in English.   |
| 3 P { M. Richer .....  | D.   | 250 | 1     | 2     | 91    | 101   | 49    | 3     | 7     | 88    | 94    | ..... | 8     | 5     | 4     | 3     | 3               | 4               | $\frac{1}{2}$ | The work in both divisions was very satisfactory indeed. This is a first-class school.   |
| { L. O'Neil.....       | D.   | 180 | 1     | 1     | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .....           | .....           | .....         |  |
| 4 S A. Lemery.....     | III. | 250 | ..... | ..... | 60    | 70    | 36    | ..... | ..... | 60    | 42    | 28    | 4     | 4     | ..... | ..... | 3 $\frac{1}{2}$ | 2               | .....         | The teacher who is quite advanced in years was making a faithful effort to teach English, but was making too little use of the conversational method. Third class did very well indeed.                                  |
| 6 P { A. McNulty ..... | II.  | 375 | N.S.  | ..... | 135   | 161   | 98    | 11    | 41    | 124   | 120   | ..... | 10    | 5     | 4     | 3     | 4 $\frac{1}{2}$ | 3 $\frac{1}{2}$ | .....         | In the Junior division pupils had made a good beginning in English and were being properly taught. In the Intermediate and Senior divisions, the pupils were quite familiar with English and did well in all their work. |
| { M. Ballantyne.....   | II.  | 325 | N.S.  | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .....           | .....           | .....         |  |
| { L. Bercier.....      | D.   | 250 | 1     | 1     | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .....           | .....           | .....         |  |
| 7 S C. Baulne.....     | D.   | 215 | 1     | 2     | 44    | 35    | 27    | ..... | ..... | 44    | 35    | ..... | 3     | 4     | 1     | ..... | 3               | 2               | .....         | School very neat and orderly—all the classes were making good progress. Teacher said there had been a decided increase in the use of English by the pupils during the past year.   |
| 8 P { L. Parent .....  | D.   | 335 | ..... | ..... | 136   | 148   | 99    | 3     | ..... | 133   | 100   | 48    | 8     | 5     | 4     | ..... | 3               | 3               | .....         | In the Senior division the work was unusually good in all subjects and quite equal to that in a good English school.   |
| { L. Charlebois.....   | D.   | 225 | 1     | 3     | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .....           | .....           | .....         | In the Junior division the teacher's knowledge of English was quite defective and the pupils were backward—conversational method not much used.  |
| 12 P E. Giroux.....    | D.   | 240 | 1     | 3     | 63    | 68    | 50    | 6     | 5     | 57    | 36    | 27    | 4     | 4     | 4     | ..... | 2               | 1               | 1             | There was a large attendance of small children in this school and all the classes were making very fair progress.  |

## TOWNSHIP OF NORTH PLANTAGENET.—Concluded.

| No. and kind of School Section.<br>P Public, S Separate. | Teachers.        |                       |         | Pupils.                                    |                                       |                           |                         |                       |   |   |  |  |  |  |  | Text-Books.  |   |   |   | Time given daily to religious in-<br>struction during school hours. | Remarks. |       |  |
|--|------------------|-----------------------|---------|--|---------------------------------------|---------------------------|-------------------------|-----------------------|---|---|--|--|--|--|--|--|---|---|---|---|----------|-------|--|
|  | Name of Teacher. | Class of Certificate. | Salary. | Teachers trained in Plantage-<br>net M. S. | Number of terms each has<br>attended. | Number of pupils on roll. | Number on roll in 1889. | Number in attendance. | Number of English speaking<br>pupils on roll. | Number of English speaking<br>pupils on roll in 1889. | Number of French pupils<br>learning English. | Number of French pupils<br>learning English in 1889. | Number of French pupils not<br>learning English. | Number of French pupils not<br>learning English in 1889. | Number of classes in English<br>reading books. | Number of classes in English<br>reading books in 1889. | Number of classes in other<br>English text-books. | Number of classes in other<br>English text-books in 1889. | Time given daily to English, or<br>teaching in English. |   |          | Hours | Time given daily to English, or<br>teaching in English in 1889.  |
| 13 P J. Malette. . . . .                                 | D.               |                       | \$ 236  | 1  | 1                                     | 29                        | 25                      | 27                    | 2   | 2   | 27   | 23   | ....   | ....   | 6  | 3  | 4   | ....  | 3   | 3   | 14       | 4     | All the work in this school was<br>very good.  |
| 15 P S. Legault . . . . .                                | D.               |                       | 170     | 1  | 3                                     | 24                        | 42                      | 18                    | ....  | ....  | 24   | 22   | ....   | 20   | 3  | 2  | 2   | ....  | 3   | 3   | 1        | 4     | The Junior classes did fairly well.<br>In the Third class the standing<br>was good. This school has<br>made good progress since our<br>former visit. |

## TOWNSHIP OF SOUTH PLANTAGENET.

|                       |    |  |     |   |   |    |    |    |      |      |    |      |      |   |   |   |      |   |    |      |   |  |
|-----------------------|----|--|-----|---|---|----|----|----|------|------|----|------|------|---|---|---|------|---|----|------|---|--|
| 7 P S. Laberge. ....  | D. |  | 200 | 1 | 2 | 36 | 40 | 26 | .... | .... | 36 | 12   | .... | 4 | 4 | 2 | .... | 3 | 1  | 4    | Pupils were backward in English.<br>Teacher had not been following<br>instructions issued by the De-<br>partment.         |  |
| 8 P J. Belanger ..... | D. |  | 250 | 1 | 3 | 14 | 64 | 8  | 4    | 15   | 35 | .... | 14   | 4 | 5 | 2 | .... | 3 | 24 | .... | The attendance was very small<br>and the pupils rather backward.<br>Teacher had been trusting too<br>much to translation. |  |

|                       |     |     |   |    |    |    |    |      |      |    |      |      |    |   |      |      |               |   |  |  |
|-----------------------|-----|-----|---|----|----|----|----|------|------|----|------|------|----|---|------|------|---------------|---|--|--|
| D.                    | 240 | 1   | 1 | 64 | 58 | 45 | 2  | .... | 62   | 58 | .... | 6    | 2  | 3 | .... | 2    | $\frac{1}{2}$ | All the classes passed a very satisfactory examination. Teacher gives much attention to English and is using correct methods. |  |  |
| 11 P M. Legault ..... | D.  | 225 | 1 | 1  | 44 | 34 | 31 | .... | 2    | 44 | 12   | .... | 20 | 4 | 2    | .... | 2             | $1\frac{1}{2}$  | All the classes did very well indeed in English. |  |
| 12 P N. Legault ...   | D.  | 230 | 1 | 1  | 35 | 35 | 24 | .... | .... | 35 | 22   | .... | 13 | 4 | 2    | 1    | ....          | 3   | $\frac{1}{2}$                                    | All the classes did very well indeed and showed the result of careful teaching. Pupils were much interested in their work. |

## TOWNSHIP OF RUSSELL.

|                          |    |     |   |   |    |    |    |       |    |    |       |       |   |       |                 |               |                 |  |   |
|--------------------------|----|-----|---|---|----|----|----|-------|----|----|-------|-------|---|-------|-----------------|---------------|-----------------|--|---|
| 4 P. M. Pitre . . . . .  | D. | 225 | 1 | 1 | 45 | 64 | 16 | ..... | 37 | 13 | 8     | 51    | 4 | 2     | .....           | 3             | 1               | $\frac{1}{2}$  | This school was backward in English.  |
| 7 P. A. Buycère .....    |    | 230 | 1 | 2 | 46 | 79 | 33 | 10    | 3  | 36 | 76    | ..... | 4 | 3     | 3               | 2             | 1 $\frac{1}{2}$ | .....  | This school may be classed as fair. Senior classes did very well. Junior classes were backward. Teacher is doing her best to teach English. |
| 8 S. E. Guerin . . . . . | D. | 300 | 1 | 1 | 97 | 60 | 42 | ..... | 97 | 60 | ..... | 4     | 3 | ..... | 4 $\frac{1}{2}$ | $\frac{1}{2}$ | .....           | This school is doing very well in English and has made good progress since our former visit. Teacher is trying faithfully to carry out the instructions of the Department. |   |

## VILLAGE OF ROCKLAND (SEPARATE).

[illegible]



## VILLAGE OF HAWKESBURY (SEPARATE).

| No. and kind of School Section. | Teachers.           |                       |             | Pupils.                                |                                    |                           |                         |                       |  |  |   |   |   | Text-Books.   |  |  | Time given daily to religious instruction during school hours. | Remarks.  |
|---------------------------------|---------------------|-----------------------|-------------|--|------------------------------------|---------------------------|-------------------------|-----------------------|--|--|---|---|---|---|--|--|--|---|
|                                 | Name of Teacher.    | Class of Certificate. | Salary.     | Teachers trained in Plantage net M. S. | Number of terms each has attended. | Number of pupils on roll. | Number on roll in 1889. | Number in attendance. | Number of English speaking pupils on roll. | Number of English speaking pupils on roll in 1889. | Number of French pupils learning English. | Number of French pupils learning English in 1889. | Number of classes in English reading books. | Number of classes in English reading books in 1889. | Number of classes in other English text-books. | Number of classes in other English text-books in 1889. |  |   |
| .....                           | Taught by Nuns..... |                       | \$ 200..... |  |                                    | 292                       | 170                     | 197                   | 33   |  | 259                                       | 170   | 20  |   | 3  | 1  | Hours 3½   | This is a Separate school with four divisions and Nuns are employed as teachers. In the First (lowest) division, the pupils were well taught and were making a good beginning in English. In the Second division the pupils did fairly well, but were taught too much by translation. In the Third division the work was excellent. In the Fourth division all teaching is in English and the pupils can scarcely be distinguished from English pupils. |

## VILLAGE OF L'ORIGINAL (PUBLIC).

|                   |                            |     |    |    |   |     |    |    |   |   |   |   |    |   |   |   |  |  |
|-------------------|----------------------------|-----|----|----|---|-----|----|----|---|---|---|---|----|---|---|---|--|--|
| (C. Duperré. .... | D. 250 { N.S. .... Q. .... | 108 | 86 | 73 | 2 | 108 | 61 | 23 | 4 | 5 | 3 | 2 | 3½ | 3 | 4 | In Senior division all classes did very well indeed. Pupils could express themselves well in English. The Junior division was making very fair progress, but more use should be made of the conversational method. Both teachers are working fast & well. |  |  |
| (E. Duperré. .... | D. 225 { N.S. .... Q. .... |     |    |    |   |     |    |    |   |   |   |   |    |   |   |   |  |  |















